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Intended for juniors and seniors in high school, college students who have not made career decisions, and others, the booklet provides information on careers in special education. The kinds of children involved, ways in which they can be helped, professional preparation, job opportunities, and ways to find out more about the field are described for these areas: mental retardation, gifted, behavioral disorders, physical disabilities, visual handicaps, speech and language disorders, and hearing impairment. New frontiers in special education and the challenge of tommorrow are discussed; a directory of 30 nongovernmental and 15 governmental agencies with interests in exceptional children is provided; and preparation programs and financial aid are mentioned. (RJ)

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Appreciation is expressed to the members of the CEC Committee on Recruitment who developed *Careers in Special Education.*

Gloria Calovini, Chairman

Samuel C. Ashcroft

Arnold Fassler

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A Statement from the CEC Committee on Recruitment

Publication of *Careers in Special Education* is only one step in advancing widespread interest in careers with exceptional children. Other sources have been suggested which may supplement the information provided in this publication. In addition, activities of The Council for Exceptional Children subsequent to the publication of this booklet will provide further opportunities for interested persons to acquire knowledge regarding exceptional children and their education.

This booklet is intended for juniors and seniors in high school, college students who have not made a career decision, and others. It should also serve as a resource for persons frequently asked to provide information of this kind—vocational guidance counselors in high schools, personnel in college departments of special education, directors of special education in local school systems and in state departments of education, agencies concerned with the education of exceptional children, etc.

The Recruitment Committee of The Council for Exceptional Children acknowledges with appreciation the contributions of other persons (listed on the back of the front cover) to this booklet. Full responsibility for its content, however, is assumed by the committee members.

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Gloria Calovini, *Chairman*
Samuel C. Ashcroft
Arnold Fassler

What Is Special Education?

Some children, usually referred to as exceptional children, have special educational needs. They may be gifted, or they may be handicapped. They all have in common the need for special educational services.

The programs and services which exceptional children require are provided through special education. Included are special classroom placement of exceptional children in regular or special schools; special assistance to those exceptional children in regular classrooms; clinical services in psychology, remedial education, speech, etc.; supervision and administration of special education programs; preparation of teachers and others concerned with the education of exceptional children; research; and more. The goal of special education is to enable exceptional children to achieve the same kinds of objectives we seek for all children.

Read the following pages which contain descriptions of exceptional children, special educational provisions for them, and information on careers in this interesting and exciting field. The descriptions and information may help you decide that special education presents the challenges and opportunities you are seeking in your career.

Mental Retardation

The Children

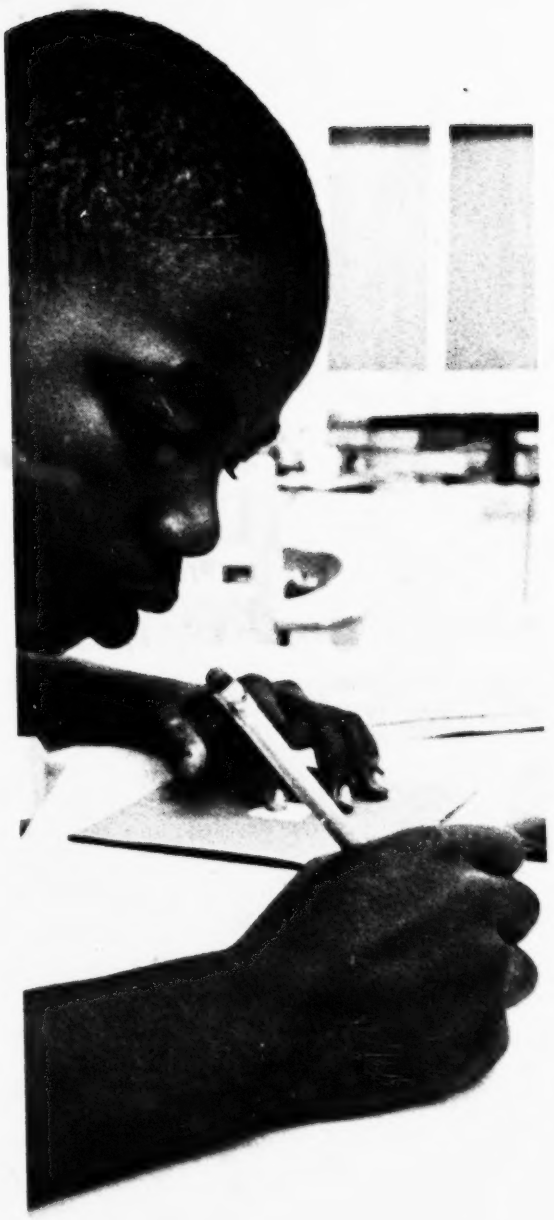
There are many causes of mental retardation. The most common of these include environmental and cultural factors; injury or disease to the brain before, during, or after birth; and hereditary factors. Unlike children with handicaps that are readily visible, most mentally retarded children look like you and me and cannot be singled out in a crowd.

Children who are mentally retarded may be divided into two major groups for educational purposes. The educable child is mildly retarded and can profit from special educational experiences which include academic, social, and occupational subject areas. The trainable child is severely retarded and can profit from special educational experiences which include self-care and social adjustment activities, as well as those activities that will make him economically useful in a sheltered environment.

How Can They Be Helped?

The mentally retarded child can be helped to achieve success in and out of school when he receives a good special education program. Such programs include smaller class size, individualized instruction, and adapted curriculum and instructional materials. The major element, however, is the special education teacher.

Programs for the mentally retarded may be found in public schools, state residential schools, regional centers, and private schools. The problems of these children can be needlessly compounded if a special program is not available. If the available program is inadequate, they may experience difficulty or inability adjusting to their postschool environment.



Teaching mentally retarded children is "special" in many ways. They require a special curriculum based on an understanding of their problems and needs in addition to that part of the regular school curriculum which may be appropriate. Since individual attention for each child is important, there are fewer children in a classroom. This enables the teacher to plan and carry out special programs which permit each child to progress at his own rate of development. Special types of classroom organization are also required.

Obviously, meeting the educational needs of these children requires the efforts of many people. The teacher has the opportunity to work with such professional people as psychologists, social workers, physicians, and nurses as well as with parents. All work as a team concerned with the total well-being of the child.

Professional Preparation

Many colleges and universities have programs for the preparation of persons interested in teaching mentally retarded children. Preparation is similar to that required in general education. However, additional courses related to mentally retarded children are required. Most programs require specific preparation in the theory and practice of teaching the mentally retarded. The course of study may include the psychology of the exceptional child, methods of teaching the mentally retarded, speech and language development, the interpretation of tests and measurements, and practice teaching. Advanced study at the university level will prepare people for work in research, administration and supervision, college teaching, and program development.

The mentally retarded child requires a superior teacher. In addition to the professional competencies required, this

teacher must be patient, creative, and dynamic; possess a good sense of humor; and be extremely sensitive to the needs of the child. These are the qualities which enable a teacher to grow personally and professionally.

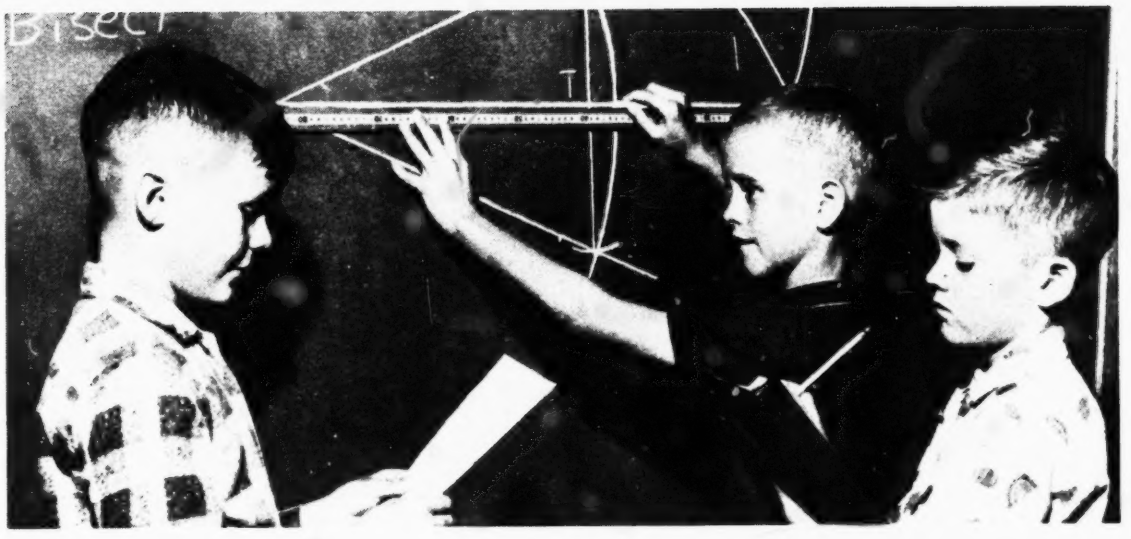
A four or five year college education is not needed for all types of positions. Many high school graduates or young people with one or two years of college are sorely needed to serve as teachers aides, nurses aides, attendants, and in other similar positions in residential facilities as well as in the public and private schools.

Job Opportunities

There is a great shortage of teachers of the mentally retarded, and job opportunities are available throughout the country. Present programs are constantly expanding, and new programs are being organized. Moreover, there is a shortage of supervisors and directors for these programs. Positions are available in state departments of education, colleges and universities, state residential schools, local public schools, and private schools. Since new knowledge is needed to deal with the problem of mental retardation, there are also many opportunities for careers in research.

Finding Out More

Included in the special education career information is a section entitled "Directory of National Agencies." This is a listing of some of the private and governmental agencies serving exceptional children. Also included is a section indicating sources to which the reader may refer for information on colleges and university programs and on financial aid. This section is entitled "Preparation Programs in Special Education and Financial Aid." See pages 28 and 30.



Gifted

The Children

Gifted children do not automatically advance to the top of the class. They must be helped, guided, motivated, and inspired.

Everyone knows gifted children from having been in class with them. They are sometimes referred to as "the brains" of the class, "eggheads," or "bookworms." These students, however, represent only one kind of gifted person—the kind whose giftedness is often defined in terms of an IQ of 130 or more on an individual intelligence test. Other definitions of giftedness include such factors as consistently remarkable performance or high level productive and evaluative thinking. Generally, when we talk about a gifted student, we are referring to one who also has unusual characteristics in verbal ability, social skills, physical development, and creative thinking. Very few gifted students fit the older stereotypes attributed to them.

How Can They Be Helped?

A primary concern is that the gifted child will not be enabled through education to achieve his maximum potential. It is the

challenge of education to develop the gifted child's intellectual powers above those of his normal peers. If he has an educational handicap, its source is the lack of challenge society has set for him.

Schools have attempted to educate the gifted student in a number of ways. Programs which have been developed include: classes for children of similar interests and abilities; introduction of the child to more advanced studies than are usually provided at his age level; and enrichment of his program by the inclusion of related materials and opportunities for study in depth.

An important component of the education of the gifted child is a teacher who has wide ranging interests and who is capable of inspiring and motivating students in diverse areas of learning. The teacher calls upon the school psychologist, whose primary role is to help him understand the potential of the gifted student. The psychologist is also able to help the teacher discern the nature of the student's other talents and abilities, as well as weaknesses in his background and learning patterns. Gifted children often need specialized guidance in their choices of coursework and careers, and this service may be provided by guidance counselors. Community resources are used, too, as a means of enriching the education and bringing depth and breadth to the program of gifted children.

Professional Preparation

The kinds of preparation which will be necessary are not clearly defined in many states at present. In very few states does special certification now exist for teaching the gifted. It is safe to assume that, if you plan to teach gifted children in the elementary schools, you will need to obtain a good background in the liberal arts and humanities. If you plan to teach in a secondary school, you will profit from advanced study. In addition to course work in educational methodology for teaching gifted children, emphasis should be placed on obtaining competency in subject matter areas.

Job Opportunities

There are many opportunities for teachers, psychologists, and counselors to work with gifted students. Some states have more opportunities than others because of the unequal emphasis on the education of the gifted throughout the nation. If you are not aware of particular positions in your vicinity, the superintendent of public instruction of your state should be glad to provide you with a list of available positions.

Being a teacher of gifted children is exciting, challenging, and demanding. It requires a high level of skill, energy, and ideals. The rewards, however, are gratifying and immediate. Even more important is the fact that the teacher of the gifted may realize that he is helping to shape the destiny of students who represent the future leadership of this nation.

Finding Out More

Included in the special education career information is a section entitled "Directory of National Agencies." This is a listing of some of the private and governmental agencies serving exceptional children. Also included is a section indicating sources to which the reader may refer for information on colleges and university programs and on financial aid. This section is entitled "Preparation Programs in Special Education and Financial Aid." See pages 28 and 30.

Behavioral Disorders

The Children

Children with behavioral disorders are most commonly referred to as emotionally disturbed or socially maladjusted. These are very general terms, for there are wide differences among the children to whom they are applied. However, disturbed children show one characteristic in common that leads us to think they are more alike than they really are: their behavior is disturbing to others.

The person with behavioral disorders has an unusual amount of difficulty in his dealings with other people. While all people have occasional problems in living cooperatively with others, the disturbed person is almost constantly either in difficulty with others or upset with himself over past or anticipated troubles with other people. He seems always to be responding in extremes, either too much or not at all, but seldom in the more acceptable middle of

the behavior range. He worries too much or too little, talks too much or too little, is too excited or too calm, is too sensitive to the needs of others or cares only for himself. He seldom seems to find a happy medium and is rarely at peace with himself or with others.

The precise causes of behavioral disorders are not known, but it appears that they arise from combinations of factors rather than a single cause. Often cited are genetic, physiological, psychological, and environmental factors. The individual may be born with weaknesses or vulnerabilities

which, in combination with environmental stress, produce responses that are unusual in the culture. Some people appear to be born with so many weaknesses that the smallest stress in their environment will produce disturbed behavior. Others, less vulnerable at birth, are reared in an environment so stressful that they may also show disturbed behavior.

How Can They Be Helped?

If children with behavioral disorders are given the help they need during their early years, they stand a good chance of becoming stable, responsible, happy adults. It is important that three kinds of help be given simultaneously to children with behavioral disorders.

1. Through the work of psychologists and counselors, the child can be helped to understand himself.
2. Through the work of educators, special plans or programs can be set up in the schools.
3. Through the work of professional people such as social workers, parents can gain more understanding of their child and learn better ways of helping him at home.

Educational programs for children who are disturbed are available in various types of settings. Some children are so seriously disturbed that the home or school cannot handle them, and they are placed in institutions equipped to treat children whose behavior is so unusual that they need close supervision and much care. Children live in such settings the year around and go to school within the institution. Children less seriously disturbed and not requiring constant care may live at home or in an institution, attending a public school where both special and regular education programs are available. In such school situations, the children may stay in a special room for the entire day or may go to the special class for part of the day and spend the remainder of the day in regular classes. Some large communities have special schools attended only by children with behavioral problems.

Professional Preparation

Preparation for a professional career in the education of children with behavioral disorders begins with a four year college program leading to a bachelors degree. Some persons begin teaching immediately after receiving the bachelors degree, but most continue their professional preparation through a fifth year, earning a masters degree in the process. Many continue beyond the masters degree to prepare for college teaching, supervisory and administrative positions, and research.

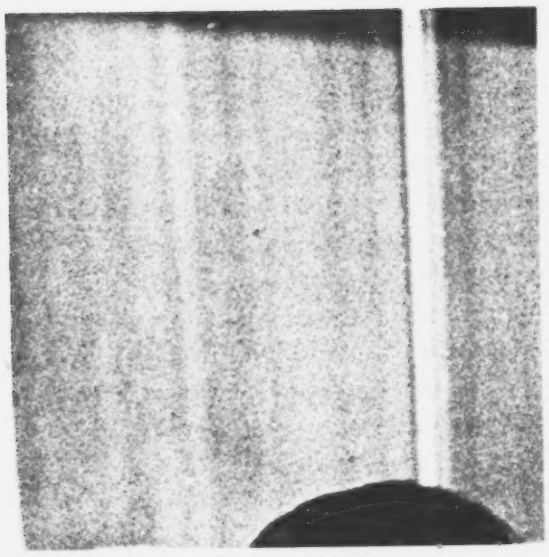
Whether preparation for teaching is accomplished at the bachelors or masters degree level, it typically includes a strong liberal arts background followed by professional education for teaching children who are not disturbed. On that foundation is added special work in management of classroom behavior, therapeutic relationships with pupils, and techniques of remedial teaching. Carefully supervised field placements for practice teaching are the capstone of professional preparation.

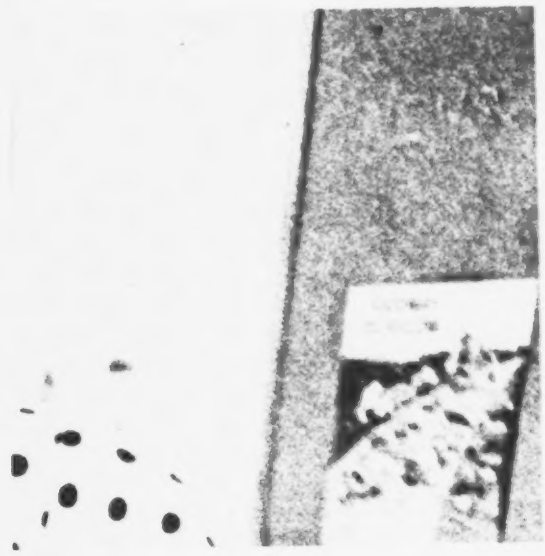
Job Opportunities

Within the field of education alone, many types of professional people work with children with behavioral disorders, and opportunities for work within the United States are almost unlimited. Currently, there is great interest in setting up public school programs for children with behavioral disorders. The next ten years will be a good time to enter an exciting field to which all of education is giving increased attention.

Finding Out More

Included in the special education career information is a section entitled "Directory of National Agencies." This is a listing of some of the private and governmental agencies serving exceptional children. Also included is a section indicating sources to which the reader may refer for information on colleges and university programs and on financial aid. This section is entitled "Preparation Programs in Special Education and Financial Aid." See pages 28 and 30.





Physical Disabilities

The Children

A crowded corridor, a long walk home, or a daily physical education program may seem inconvenient to a physically normal student. To a physically disabled student, however, it would be wonderful to encounter only such commonplace inconveniences. Children who are physically disabled or who suffer from orthopedic or crippling disabilities have all kinds and degrees of difficulty in physical movement and frequently have associated learning disabilities. (The term physical disabilities generally does not include those with defects or impairments of vision and hearing.)

There are many causes of physical disabilities. Usually, the permanent or temporary disability results from a crippling disease (muscular dystrophy, nephritis, etc.); an accident (burns, fractures, etc.); a long term health problem (asthma, cardiac difficulty, etc.); or a birth defect (club feet, deformities, etc.). Fortunately, many children have physically handicapping conditions of short duration. Other children have long term physical disabilities, and many will need the services of a specially trained teacher for prolonged periods of time and, in some cases, for their entire school careers.

How Can They Be Helped?

The learning characteristics and degree of handicap will determine the kind of program and educational setting the child needs. Many children who are mildly physically handicapped can and should re-

main in regular classes. Some attention is being given to the elimination of architectural barriers in the designs of new school buildings, but many older multilevel buildings preclude the attendance of physically handicapped children who are confined to wheel chairs or who must use crutches.

Some children are so physically handicapped that they require the services of a specially prepared teacher in a special class setting. Related programs of physical, occupational, and speech therapy are either offered as a part of the total school program or are readily accessible. Ordinarily, a special class or unit is located within a regular school building so that those children who have disabilities can participate in regular classes to the extent that they are physically and academically able to do so.

Some children must be hospitalized over prolonged periods of time. Many other children suffer from conditions which make them homebound. These children are frequently offered individualized bedside instruction.

Some children are so severely disabled that they need the comprehensive educational, social, and medical services which can best be obtained in a residential school. Hopefully, after intensive care and treatment, these children can return to their home communities.

New advances in medical technology are making it possible to prevent permanent handicaps that previously resulted from certain diseases. On the other hand, many youngsters who would not have survived infancy as recently as ten years ago are being saved as a result of research. Frequently, these youngsters have severe multiple handicaps. They may have a physical handicap and a visual handicap, a physical handicap and mental retardation, or any combination of handicapping conditions which require special education programs. The provision of programs for these children with multiple handicaps is a relatively new concept in education.

Professional Preparation

Special preparation to become a teacher of the physically handicapped can usually be taken at either the undergraduate or graduate levels. Since most of the children are integrated into the regular classes as much as possible, the curriculum of the typical special class attempts to parallel that of the regular class. Frequently, a special teacher will have children on a variety of grade levels in the class. This means that he should have a good background in education with the addition of specialized courses in work with the physically handicapped. The typical core of specialized courses will familiarize him with the kinds of physical handicaps and how they might affect learning. During his training, he will have an opportunity to learn about specific educational theory and how to work with physically handicapped children in a practice teaching situation. Those who plan to teach children with multiple handicaps must also have preparation in an additional area of special education.

Job Opportunities

There is a shortage of all kinds of trained special education personnel; however, the need for teachers of traditional programs for the physically handicapped is not extremely critical. There are new trends in the field of physical disabilities that create the need for teachers of severely multiply handicapped children as well as for mildly physically handicapped children with learning disabilities. As more programs emerge for these children, the need for teachers will increase.

Finding Out More

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Visual Handicaps

The Children

Children with visual handicaps are those who, because of impaired vision, need special instruction and special educational materials. Included are those who have no remaining vision or are blind for all practical purposes and those whose vision is seriously impaired but still useful for many purposes, including school tasks that require reading.

Boys and girls who are visually handicapped are like all children. They come in various sizes and shapes and from all possible backgrounds. They have the same desires for love and understanding, the same expectations as others. They usually have average or better intelligences, with minds eager to learn. But because of impaired vision, these youngsters require certain types of learning materials, such as Braille, large type or recorded books for reading, Braille writing machines, tape or record players, specially prepared maps, mathematics aids, and other mate-

rials and aids. Their teachers understand the ways in which visual limitations influence learning, and they provide special experiences, as well as materials, designed to aid the students in adapting to the effects of the limitations.

Parents, physicians, and sometimes teachers detect serious visual problems of children. It is most helpful when the problem is recognized early in life so that a team comprised of an educator, physician, and other professionals may work together to prevent the development of social or educational problems resulting from the visual loss.

In addition to the mentally average and bright visually handicapped children, there are many others who also have major physical, mental, and/or emotional problems. Meeting the needs of these children who are multiply handicapped is a particular challenge to some young people today.

Students preparing as teachers of children who are visually handicapped have an opportunity to learn about the human visual system and the things that commonly cause children to become seriously visually impaired. They learn, for example, that because the visual system is complex, there are many reasons for a child's becoming blind or having a serious visual limitation. Most of these are medical reasons, such as the accidental failure of a part of the visual system to develop before birth, hereditary factors, or a viral disease which is transmitted from mother to child before birth. German measles (Rubella) is such a disease and may cause deafness, crippling conditions, and mental impairment as well as visual impairment in unborn babies. Other causes of visual limitation may be accidents to the head or the eyes, general body diseases that may eventually affect eye function, and infectious diseases. Some visual limitation may result from unknown causes.

How Can They Be Helped?

There are many types of programs for children who are visually handicapped. For example, they are sometimes enrolled in residential schools for blind children. Today, however, most children with visual handicaps are successfully attending regular local public schools with seeing children. In some local school programs, children who are visually handicapped are enrolled in designated classes with special teachers. In other arrangements, they are enrolled in regular classrooms in their neighborhood schools, and a special teacher periodically travels from school to school to visit them and their regular teachers.

The trend is toward enrolling children who are visually handicapped in regular classes, with special teachers providing needed services to the children and their teachers. In all of the plans, it is usual for a teacher of children who are visually handicapped to serve no more than eight to twelve such children.

The teacher of children who are visually handicapped is a key member of a team of professionals who plan an individualized program for each child. Usually the team consists of a physician, mobility specialist, psychologist, social worker, physical therapist, occupational therapist, psychometrist, and speech and hearing therapist. The teacher is prepared to take the reports and recommendations of these members and to plan an effective educational program. The team members are always available to the teacher for supportive and backup services.

Professional Preparation

Generally speaking, the four year university program of preparation leads to a bachelors degree, certification to teach normal children at the elementary or secondary level, and certification to teach children who are visually handicapped. Masters degree programs prepare master teachers of visually handicapped children and presuppose past teaching experience. Those wishing to serve in large city systems or state departments of education as consultants for the visually handicapped or as directors of special education may wish to pursue the education specialist degree, a one year program following the masters degree. Those interested in college teaching to prepare others as teachers of children who are visually handicapped, in research, or in high level administrative positions generally work toward doctor of education or doctor of philosophy degrees.

Job Opportunities

There is a serious shortage of all personnel in this field. Throughout the country, positions are available for qualified persons to work with children who are visually handicapped. This presents an opportunity for creative and interested young people to build meaningful careers for themselves.

Finding Out More

Included in the special education career information is a section entitled "Directory of National Agencies." This is a listing of some of the private and governmental agencies serving exceptional children. Also included is a section indicating sources to which the reader may refer for information on colleges and university programs and on financial aid. This section is entitled "Preparation Programs in Special Education and Financial Aid." See pages 28 and 30.

Speech and Language Disorders

The Children

There are many children who gain and hold our interest because they are in some way unique. This uniqueness can be and often is much to the advantage of the child. For example, a pretty little girl or a red haired boy with freckles will be noticed, complimented, and made to feel quite special. Other children appear unique and draw the attention of their peers and adults but without this ensuing pleasure. Children with speech or language problems, for example, will be noticed, but often with consternation and alarm. As we try to relate to others, to express feelings, ask questions, or tell of our experiences, we can easily realize the great importance of children being able to communicate effectively.

Some children may have difficulty producing specific speech sounds. This may result in a mild problem, as when *wed* is spoken instead of *red*, or such a serious

one that a child's speech is completely unintelligible. Other children may seem to have fluency problems or interruptions in speech which are more frequent or are different from those of most children. They may hesitate, seem to block or grimace, or repeat words or sounds, and may be called stutterers. A few children have voice problems. Their voices may sound too high or low, nasal, hoarse, or breathy.

Some children have language and specific learning problems, described in many ways. Such children may have difficulty in expressing themselves or in understanding what is said by others. They may not be able to put their ideas into sentences in the way one would expect at their age, for example, or they may hear what others say to them but have difficulty following directions. These children sometimes also have other problems which affect specific aspects of their learning and may have trouble with school work—with writing, reading, or spelling, for example. It is important to remember that these children can be helped by persons prepared to work with them.

Some speech and language disorders are

associated with medical problems. Children with cerebral palsy, a cleft palate, impaired hearing,* or brain damage, for example, frequently have speech and language problems.

How Can They Be Helped?

Although therapy for children with speech or language disorders is conducted in various surroundings, the majority of these children are served in the schools. In addition, there are clinics in hospitals, universities, and community centers, and some children receive help on a private practice basis. With help based on their needs, most children with speech or language disorders are able to perform satisfactorily in a regular class. When this is possible and help is provided in their schools, they have scheduled sessions with the therapist and spend the remainder of their time in the regular classroom. Other children, whose problems are more severe, must attend a special school or a special class in a regular school.

In a given year, public school therapists may work full time in one regular school for a period of time and then move to another school in the system, or they may work in two or more schools, visiting each school once or twice weekly. Special schools for handicapped children also frequently employ one or more therapists for children with speech and language disorders who are enrolled in the school.

Professional Preparation

Many colleges offer four year curriculums, and most state departments of education will certify the graduates. There is, however, a growing belief that this is not sufficient training, and the trend is toward requiring that one have a masters degree before accepting employment. Many continue beyond the masters degree to prepare for college teaching, supervisory and administrative positions, and research.

A student must have courses related directly to speech and language, such as those concerned with anatomy and physiology of the speech and hearing mechanism and those concerned with testing, treatment, and training of children with speech, hearing, language, and specific learning disorders. In addition, he must have a strong background in such areas as child development, tests and measurements, and therapy techniques. If he is preparing to work in a school setting, he should also have an overall knowledge of schools. Persons concerned with children who have special learning problems must also have knowledge of curriculum planning and teaching methods.

Job Opportunities

There are many opportunities for work in the communicative disorders—clinics of many kinds, hospitals, university training centers, headstart programs, and special schools—but most of all in the public schools. The shortage of professionals and the demand for their services is so great that excellent employment opportunities will continue to exist in the foreseeable future.

Finding Out More

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* For additional information on children with impaired hearing, refer to career information on the education of these children (entitled "Hearing Impairment"). The person prepared in speech and language may work with some hard of hearing children who can succeed in regular classes if they have extra help in speech, language, and speech reading (lip reading). Other hard of hearing children whose losses are more severe require the services of persons specifically prepared to teach them.

Hearing Impairment

The Children

If you were born and reared in Paris, you would speak and understand French. Since you probably were reared in an English speaking environment, you speak and understand English, the language of the majority of persons around you. Suppose, however, that you were born with impaired hearing or lost all your hearing through illness before you learned to talk. Since every word in the first language of children normally comes to them through their hearing, how would you then learn your native language? Suppose

even further that your hearing was impaired after you had learned to speak and understand English and that you then had to learn a foreign language without being able to hear it. Can you imagine the difficulties you might face, even though you already know one language on which you may build another? With these thoughts in mind, we can consider some of the problems involved in the education of children with impaired hearing.

Hearing losses vary greatly in kind and degree. Some children have such severe losses that they seem unable to hear even the very loudest noises. Others may have only slight hearing impairments, but enough of a loss to cause difficulty in communication. There are many children, of course, who fall somewhere between these two extremes.

Many children are born with severely impaired hearing. This apparently often results from genetic causes. Also, much severe impaired hearing is the result of illness which the mother may have had—for example, German measles (Rubella) early in pregnancy. Meningitis is a prime contributor among childhood illnesses, and not to be overlooked are ear infections in childhood which may result in impaired hearing.

How Can They Be Helped?

Public school services and state supported public residential schools for children with impaired hearing are available in most states. There are also some private day and residential school facilities. Public school services may include special assistance for hearing impaired children in regular classes. In some large cities, special classes in regular schools or a separate special school may be established for children whose needs are so severe that they are unable to succeed in regular classes, thus enabling the children to live at home and yet have the special education they need. Other children may have to attend public or private residential schools some distance from home, living there during the school year.

In all programs, the teaching depends upon the needs of the children. A group of specialists assists in evaluating these needs and works with the teacher as part of a team. These persons include the otologist or ear specialist who diagnoses and treats the medical problem; the audiologist who evaluates how the hearing is functioning; the psychologist who studies the child's learning abilities; the social worker who helps the teacher understand how the child can become a happy and contributing member of his family, school, and community; and a specialist in the educational problems of hearing impaired children.

A hearing impaired child has the same needs for intake of knowledge as does any child. In addition, he needs intensive instruction designed to help him acquire proficiency in language reception and expression.

Teaching the hearing impaired child is not confined to the child in the classroom. A program for parents must be included in any educational provisions for these children. An important and rapidly expanding development is the extension of services to preschool children (including infants) and their parents.

Professional Preparation

Preparation to teach hearing impaired children may be obtained in a four year college program leading to a bachelors degree or may be provided through a graduate level program. While programs differ with the college or university, the general areas of preparation are similar. These include work in general education with strength in child development, psychology, and curriculum as well as studies concerned with such areas as anatomy and physiology of the hearing and speech mechanism, audiology, hearing disorders, and auditory training. The prospective teacher must also learn methods for developing language and speech skills in the hearing impaired child. In all programs, professional practicum and practice teaching are of utmost importance.

Job Opportunities

There are unlimited career opportunities in public school programs and residential schools for hearing impaired children, as well as in private schools. Included are opportunities in preschool, elementary, or high school work; vocational guidance; or other selected areas of interest. There are also opportunities in community speech and hearing clinics, hospital clinics, and other kinds of clinics or agencies.

Finding Out More

Included in the special education career information is a section entitled "Directory of National Agencies." This is a listing of some of the private and governmental agencies serving exceptional children. Also included is a section indicating sources to which the reader may refer for information on colleges and university programs and on financial aid. This section is entitled "Preparation Programs in Special Education and Financial Aid." See pages 28 and 30.

New Frontiers

One of the benefits of a career in special education is the challenge of change. The philosophy of special educational services requires that, as improved means of helping exceptional children are developed and utilized effectively, the children remain in or return to the regular educational program. In a sense, therefore, we are all striving to work ourselves out of business. Although it may never be possible to attain this goal, we are challenged to devise ways of teaching exceptional children to assume their places in society to the extent permitted by their abilities.

The first special educational services were offered in residential schools for blind and deaf children. Around the turn of the century, large cities began to organize special day schools and classes for deaf, blind, physically handicapped, and mentally retarded children. The greatest growth of programs has occurred since 1945, when most states first began to offer financial assistance to local school districts for their specialized programs for the handicapped.

Parent and professional organizations have played a major role in the establishment of programs for exceptional children, and they continue to do so. Because of the efforts of such organizations, major legislation resulting in improved services for these children has been passed during the past ten or fifteen years at the local, state, and federal levels.

Even more striking than the rapid growth in the number of children served has been a shift in the philosophy and policies of special education. Many early programs were designed to remove the handicapped child from the sight of his nonhandicapped peers, in the mistaken belief that this was the kindest thing to be done. In many cases, however, special classes enabled the handicapped child to avoid the reality of competition with nonhandicapped children. It took us some time to discover that, if handicapped children were expected to take their places later as independent, producing citizens, they would have to learn how to live with nonhandicapped persons. With this recognition,

provisions were made for those handicapped children able to do so to be members of a regular class while having as much special educational service as they needed. Thus began the use of modified programs, resource rooms, and itinerant teachers.

The Challenge of Tomorrow

Despite our gains, many problems have yet to be answered or even defined.

School Construction. Architects are beginning to understand the need for eliminating barriers to handicapped children who use crutches or wheel chairs. Some special classrooms have been constructed for children who are easily distracted so that their distractibility can be kept at a minimum. However, we have not yet experimented with positive stimulation. Industry has used colors and music effectively in making their factories and offices more beautiful, safe, and pleasant. How might similar planning improve educational opportunities for handicapped children?

Special Education in Sparsely Populated Areas. Like all children, exceptional children need to have the benefits of growing up in their natural home surroundings and attending school with their neighbors. While this is possible in large urban centers, how can we supply good special educational services to an exceptional child in a sparsely settled area, who may be the only child with certain educational needs found for miles in any direction? Should we send him to a residential school hundreds of miles away from his family? If he remains with his parents, can we find new ways of supplying him with the special assistance he needs? Perhaps we need to experiment with "flying special teachers"—supplying airplanes instead of automobiles in the more rural areas. This would probably have to be a special plane, such as those developed for the armed forces, that can land and take off on almost any kind of road, field, or pasture.

While we have had home-to-school telephone service for children confined to their beds, we have not explored the possibilities of teletype installations for exchange of written messages between the teacher and the student. There are also undeveloped opportunities in television—for example, the use of closed circuit equipment installed at the child's home and at the school or the use of satellite relay.

An alternative to residential schools is the regional plan, in which children from rural areas are brought by plane, car, or bus to the regional center where they attend special classes in regular schools, enjoying the opportunities for mixing with other children in the school as much as possible. Since distance prevents their going home each night, "foster" parents provide boarding facilities during the week while the children are attending school. Each Friday afternoon the children may go home to their real parents and siblings, thus enjoying a normal home life for at least part of each week instead of during infrequent vacations only, as is the case for most children at residential schools.

Teacher Preparation. As elementary and high school teachers become better prepared to accept children with wider ranges of ability and with many handicapping conditions, the teacher of handicapped children must acquire additional teaching skills. More handicapped children are coming to special education classes with multiple handicaps—that is, with combinations of handicaps. At this time, through research and experimentation, we seek answers to these challenging problems.

Flexibility in Special Education. New thinking about the characteristics of various types of exceptional children has led to professionals viewing many problems in a broader perspective. We have tended, in the past, to talk about such discrete categories as the education of the mentally retarded or the education of the deaf. But we have learned that exceptionalities do not always exist in isolation. Some blind children, for example, are intellectually gifted; some have speech defects; and some are retarded.

The new flexibility in thinking about the learning problems of children has, at the same time, implications for the preparation of special class teachers. These teachers must know how to deal with complex learning problems. They must know what makes children "tick" despite their basic abilities or disabilities. They must know how to evaluate educational problems and make decisions about them. The preparation of teachers of exceptional children includes study and work intended to provide such knowledge and understanding. They are not mystified by the fact that two pupils may be the same age and have the same intelligence levels yet still behave differently both personally and academically.

In an age of scientific discovery, changes, and growth in the areas of human learning and knowledge, we find ourselves constantly facing the challenges presented by new categories of exceptionality. These newly identified handicaps that impose themselves on children and adults are part of the challenge of tomorrow. Some newer programs and efforts already recognizable today—those designated to meet the needs of children with learning disabilities and children with minimal brain dysfunction, for example—will tomorrow join the more established and yet constantly changing fields of professional endeavor.

Directory of National Agencies

Many national agencies are concerned with improvement of the education of exceptional children. Some agencies have this as their primary purpose; others, as one of several purposes. As indicated by their names, some are concerned with only one area of special education; others, such as The Council for Exceptional Children, are concerned with all exceptional children, both the gifted and the handicapped.

Listed below are some of the nongovernmental and governmental agencies with particular interest in the education of one or more kinds of exceptional children.

Nongovernmental

Alexander Graham Bell Association for the Deaf, 1537 35th Street, N.W., Washington, D.C. 20007

American Association for the Gifted, 15 Gramercy Park, New York 3, New York 10003

American Association of Instructors of the Blind, 711 Fourteenth Street, N.W., Washington, D.C. 20005

American Association on Mental Deficiency, 5201 Connecticut Avenue, N.W., Washington, D.C. 20015

American Association of Workers for the Blind, 1511 K Street, N.W., Washington, D.C. 20005

American Foundation for the Blind, 15 West 16th Street, New York, New York 10011

American Psychological Association, 1200 Seventeenth Street, N.W., Washington, D.C. 20036

American Speech and Hearing Association, 9030 Old Georgetown Road, Bethesda, Maryland 20014

Association for the Aid of Crippled Children, 345 East 46th Street, New York, New York 10017

Conference of Executives of American Schools for the Deaf, 9030 Old Georgetown Road, Bethesda, Maryland 20014

The Council for Exceptional Children, 1201 Sixteenth Street, N.W., Washington, D.C. 20036

Joseph P. Kennedy, Jr. Foundation, 719 13th Street, N.W., Washington, D.C. 20009

National Association for Gifted Children, 8080 Springvalley Drive, Cincinnati, Ohio 45236

National Association of Hearing and Speech Agencies, 919 18th Street, N.W., Washington, D.C. 20006

National Association for Mental Health, 10 Columbus Circle, New York, New York 10019

National Association for Retarded Children, Inc., 420 Lexington Ave., New York, New York 10017

National Association of Social Workers, 1346 Connecticut Avenue, N.W., Washington, D.C. 20036

National Catholic Education Association, Special Education Department, 1785 Massachusetts Avenue, N.W., Washington, D.C. 20036

National Committee for Multi-Handicapped Children, 339 Fourteenth Street, Niagara Falls, New York 14303

National Federation of the Blind, Inc., 1908 Q Street, N.W., Washington, D.C. 20009

National Foundation, 800 Second Avenue, New York, New York 10017

National Rehabilitation Association, 1522 K Street, N.W., Washington, D.C. 20005

National Society for Crippled Children and Adults, 2023 West Ogden Avenue, Chicago, Illinois 60612

National Society for the Prevention of Blindness, 79 Madison Avenue, New York, New York 10016

United Cerebral Palsy Research and Educational Foundation, 321 West 44th Street, New York, New York 10036

The address of each agency listed below changes periodically with the election of the new president. Those wishing to contact one of these agencies should obtain the current address from The Council for Exceptional Children.

Association for Children with Learning Disabilities

Convention of American Instructors of the Deaf

Council on Education of the Deaf

National Association of State Directors of Special Education

State Directors of Programs for the Gifted

Governmental

Department of Health, Education, and Welfare

Advisory Committees

National Advisory Committee on Education of the Deaf, 330 Independence Avenue, S.W., Washington, D.C. 20201

President's Committee on Mental Retardation, South Building, Room 5064, Washington, D.C. 20201

Secretary's Committee on Mental Retardation, 330 Independence Avenue, S.W., Washington, D.C. 20201

Office of Education

Bureau of Education for the Handicapped, Regional Office Building—GSA, 7th and D Streets, S.W., Washington, D.C. 20202

Public Health Service

National Institute of Child Health and Human Development, 9000 Rockville Pike, Bethesda, Maryland 20014

National Institute of Mental Health, 5454 Wisconsin Avenue, Chevy Chase, Maryland 20015

National Institute of Neurological Diseases and Blindness, 9000 Rockville Pike, Bethesda, Maryland 20014

Social and Rehabilitation Service

Rehabilitation Services Administration, 330 Independence Avenue, S.W., Washington, D.C. 20201

Childrens Bureau, 330 Independence Avenue, S.W., Washington, D.C. 20201

Medical Services Administration, 330 Independence Avenue, S.W., Washington, D.C. 20201

Department of Defense

Office on Manpower, Section on Education, Room 3d254, Pentagon, Arlington, Virginia 20301

Department of Labor

Bureau of Employment Security, Office of Information, Constitution Avenue and 14th Streets, N.W., Washington, D.C. 20210

President's Committee on Employment of the Handicapped, Constitution Avenue and 14th Streets, N.W., Room 7131, Washington, D.C. 20210

Library of Congress

Division for the Blind and Physically Handicapped, 1291 Taylor Street, N.W., Washington, D.C. 20011

Office of Economic Opportunity, 1200 19th Street, N.W., Washington, D.C. 20036

Preparation Programs in Special Education and Financial Aid

Preparation Programs

Not all institutions have preparation programs in special education; some institutions having programs in special education do not have offerings in all areas of interest. *The Teacher Education Directory* (1968, $2.50), published by The Council for Exceptional Children and the CEC Teacher Education Division, provides information regarding special education programs available in colleges and universities. The publication may be obtained from the Council by universities, school systems, individual high schools, and other institutions or agencies as well as by individual persons. You may find this publication available for study in the offices of such persons as high school vocational guidance counselors, directors of special education in local school systems and state departments of education, and directors of university or college departments of special education.

Financial Aid

Financial aid is available to students pursuing a career in special education. Among the sources are the federal government; local and national civic, fraternal, and parent organizations; and colleges or universities. There are various types of assistance, amounts, and requirements for eligibility (including the academic year which the student must have reached). Information may be obtained by writing to one or more of the following:

Bureau of Education for Handicapped Children
Office of Education
United States Department of Health, Education, and Welfare
Regional Office Building—GSA
7th and D Streets, S.W.
Washington, D.C. 20202

Director of Special Education
_____Department of Education
Your State

_____
Capital City and State

The College or University of your Choice

Postscript

We are shaped and moulded by those we love.

Goethe

Are you interested in a career with exceptional children?

If you like, understand, and accept children;

If you believe every child deserves the best education our schools can provide;

If you are interested in serving children who require special school programs or services;

If you are interested in special professional preparation and in working with other professional persons;

If you are interested in creative adventure, a good salary, and professional advancement;

If you are interested in many employment opportunities throughout the country and in hard work that gives many personal rewards;

If you are interested in daily opportunities to help shape the lives of many children in a positive way. . . .

WORKING WITH EXCEPTIONAL CHILDREN *IS* YOUR KIND OF JOB!

And may your best be for your friends.

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